

Student expectation: Students demonstrate proficiency and understanding of a rigorous core curriculum

Context

This report monitors the Des Moines Public School Board's expectation of students demonstrating proficiency and understanding of a rigorous core curriculum. The expectations of demonstrating proficiency in reading and writing and demonstrating proficiency in mathematics, including algebra and geometry are specifically monitored. Reading, writing, and mathematics were chosen as the starting point for this report because they are foundational skills on which other skills are built.

While Des Moines Public Schools administered assessments to all grade levels within the district, assessments from 3rd, 8th, and 11th grade are highlighted. Assessment data is limited to these select grades for a deeper, more complete look into student achievement within our system. Third grade is highlighted because educational evidence indicates that proficiency by 3rd grade is a critical benchmark in determining a student's future success. Eighth grade serves as a gatekeeper to high school and 11th grade is a gatekeeper to post-secondary institutions.

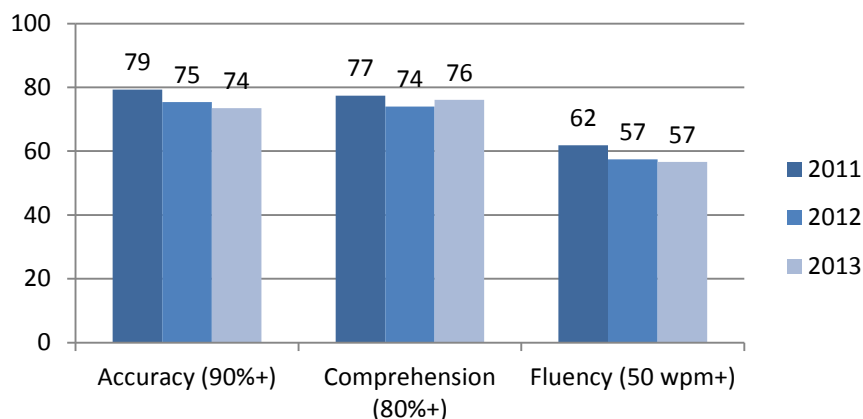
The Des Moines Public School Board believes in every child and, no matter their circumstance, supports them in achieving at their highest level. Through providing a thorough picture of current student achievement, this report assists the Board in accomplishing this goal.



Students demonstrate proficiency in reading, writing, speaking and listening

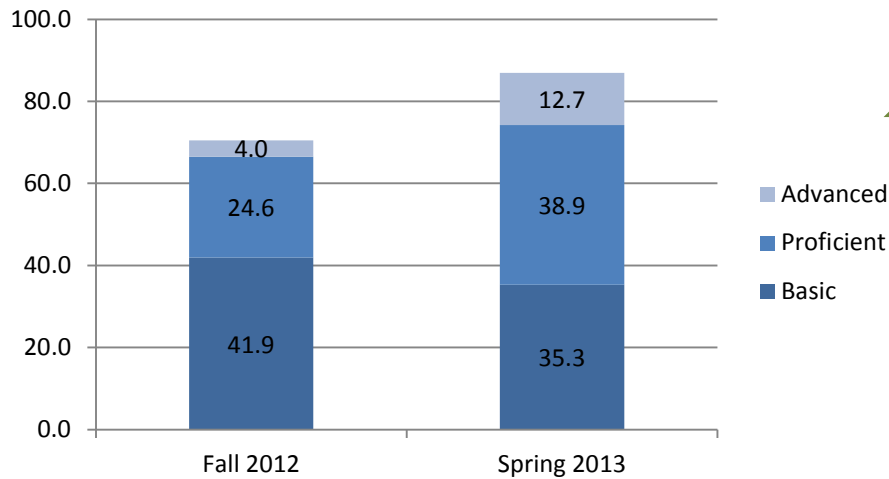
READING

1st Grade Basic Reading Inventory (BRI): Percent Proficient



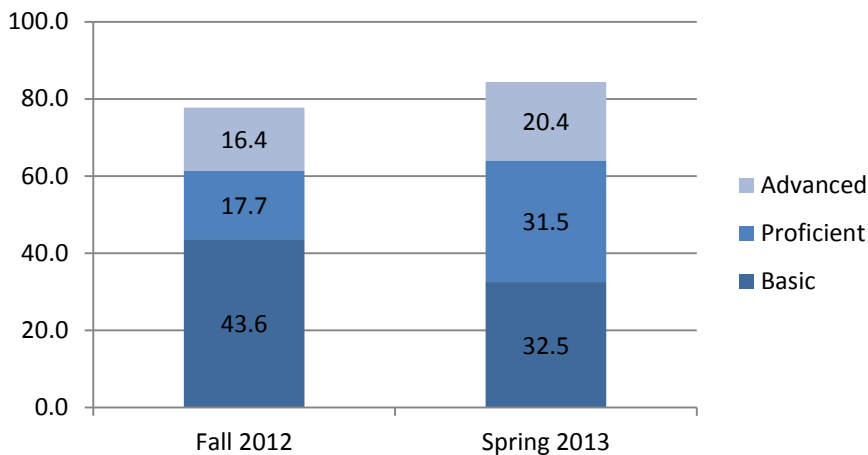
74 percent of 1st graders were proficient in accuracy, 76 percent were proficient in comprehension, and 57 percent were proficient in fluency in 2013 on the BRI.

3rd Grade Scholastic Reading Inventory (SRI): Percent At or Above Basic Achievement Level



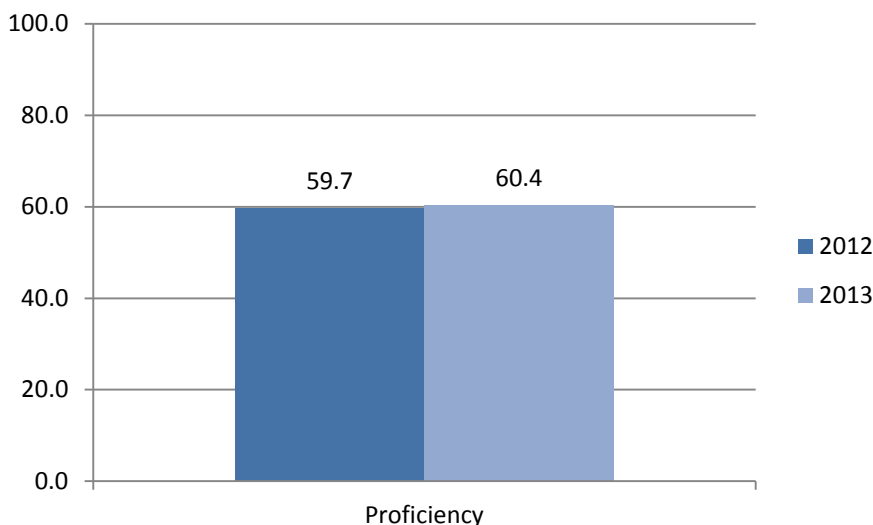
86.8 percent of 3rd grade students scored at or above the basic achievement level on the SRI in the Spring of 2013. This is up 16.3 percent from 70.5 percent in the Fall of 2012.

8th Grade Scholastic Reading Inventory (SRI): Percent At or Above Basic Achievement Level



84.5 percent of 8th grade students scored at or above the basic achievement level on the SRI in the Spring of 2013. This is up 6.8 percent from 77.7 percent in the Fall of 2012.

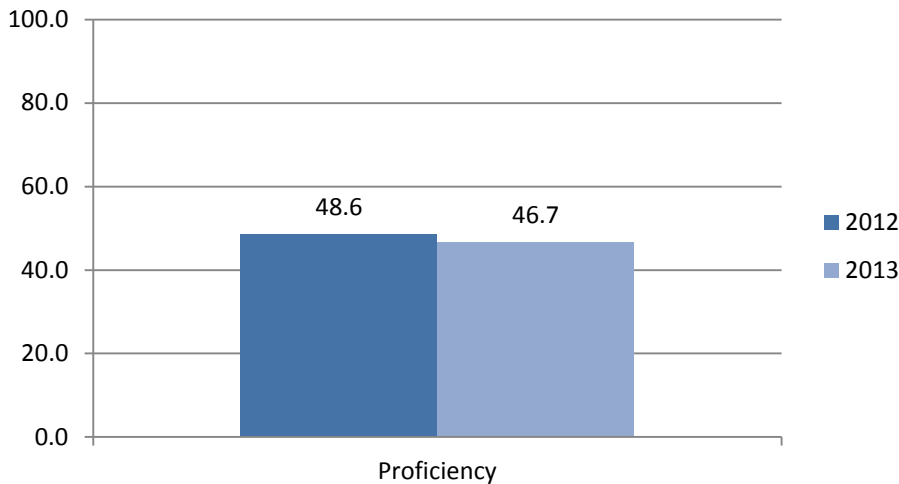
3rd Grade Iowa Assessments Reading*: Percent Proficient



60.4 percent of 3rd grade students were proficient on the Iowa Assessments Reading test in the Spring of 2013. This is up 0.7 percent from 59.7 percent in the Spring of 2012.

*Includes full academic year (FAY) and non-FAY students

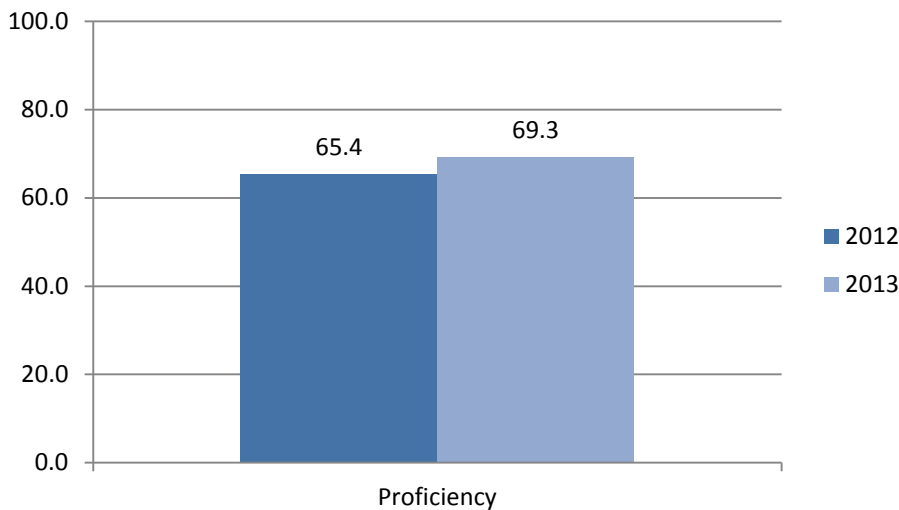
8th Grade Iowa Assessments Reading*: Percent Proficient



46.7 percent of 8th grade students were proficient on the Iowa Assessments Reading test in the Spring of 2013. This is down 1.9 percent from 48.6 percent in the Spring of 2012.

*Includes FAY and non-FAY students

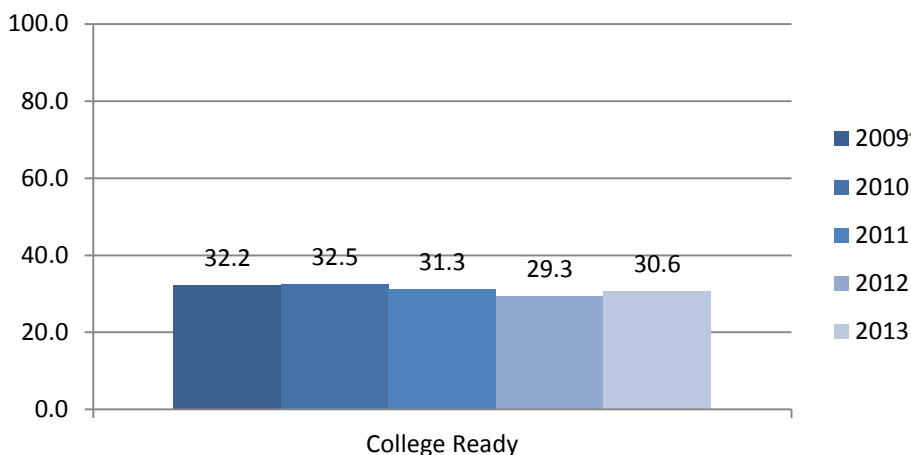
11th Grade Iowa Assessments Reading*: Percent Proficient



69.3 percent of 11th grade students were proficient on the Iowa Assessments Reading test in the Spring of 2013. This is up 3.9 percent from 65.4 percent in the Spring of 2012.

*Includes FAY and non-FAY students

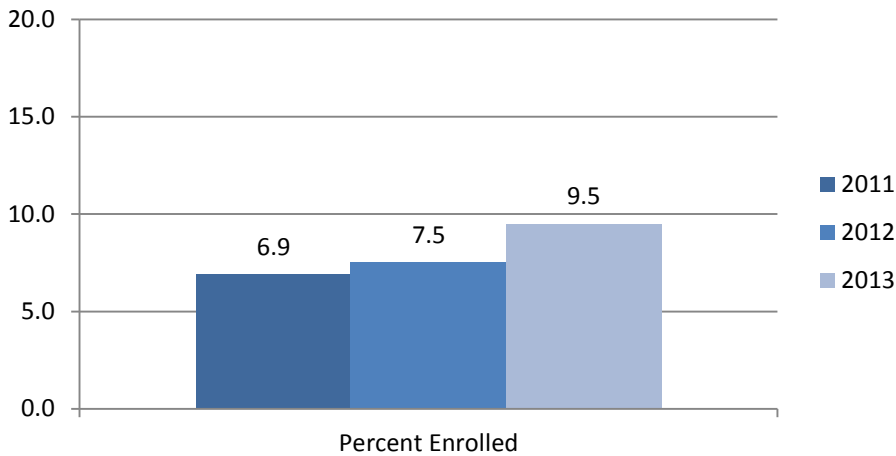
11th Grade ACT Reading**: Percent College Ready



30.6 percent of 11th grade students scores at or above the college ready benchmark on the ACT Reading test in the Spring of 2013. This is up 1.3 percent from 29.3 percent in the Spring of 2012.

**2013 results are preliminary and do not include May make-up tests

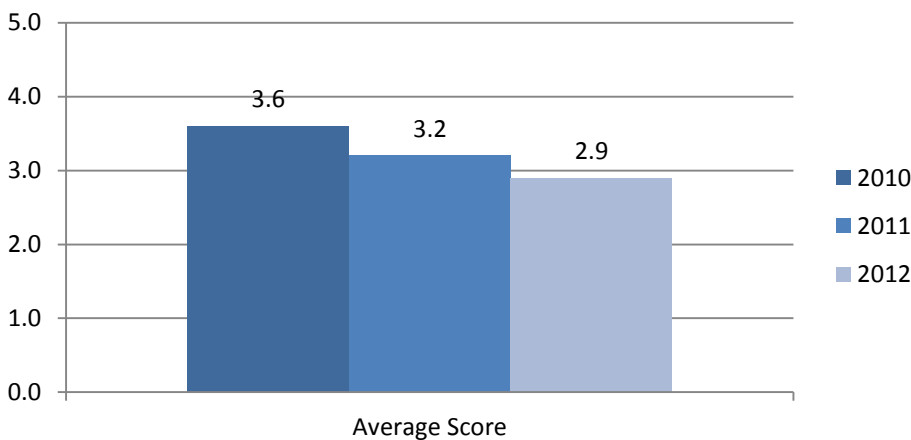
High School English/Language Arts Advanced Placement Courses⁺: Percent Enrolled



9.5 percent of high school students enrolled in an ELA AP course in 2013. This is up 2.0 percent from 7.5 percent from 2012.

⁺ ELA AP courses include AP Language & Composition and AP Literature & Composition. Percent is figured by dividing the number of grade 9-12 students taking a course by grade 12 enrollment.

High School English/Language Arts Advanced Placement Courses⁺⁺: Average AP Exam Score

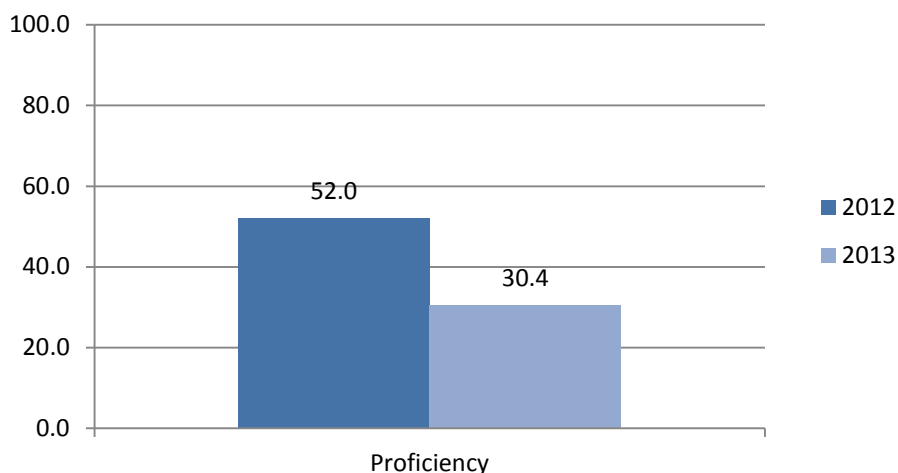


The average exam score for high school students taking ELA AP exams decreased by 0.3 from 3.2 in 2011 to 2.9 in 2012.

⁺⁺ 2013 data available July 2013. ELA AP courses include AP Language & Composition and AP Literature & Composition.

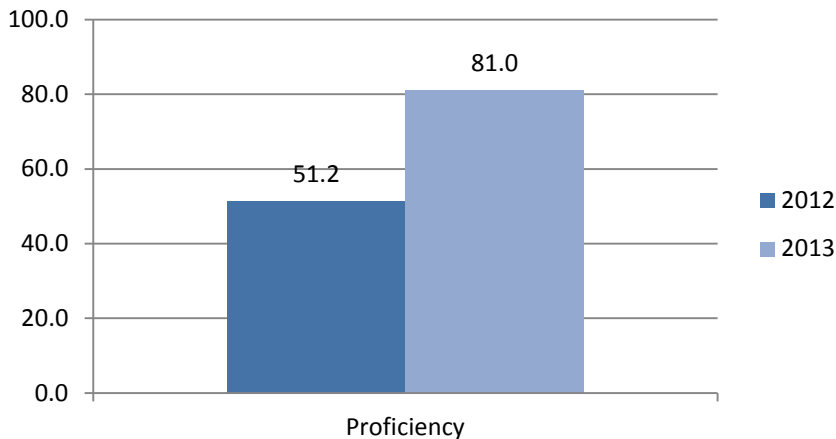
WRITING

3rd Grade District Writing Prompt: Percent Proficient



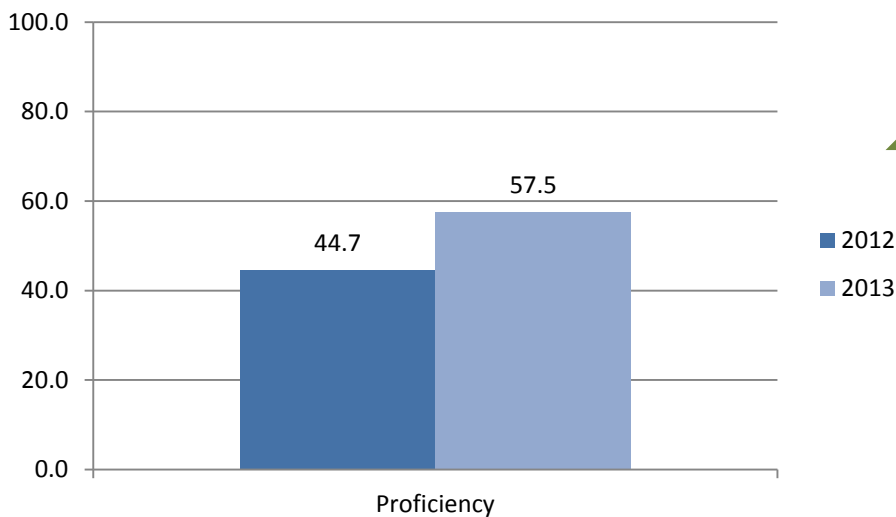
30.4 percent of 3rd grade students scored at the proficient achievement level on the district writing prompt in the Spring of 2013. This is down 21.6 percent from 52.0 percent in 2012.

8th Grade District Writing Prompt: Percent Proficient



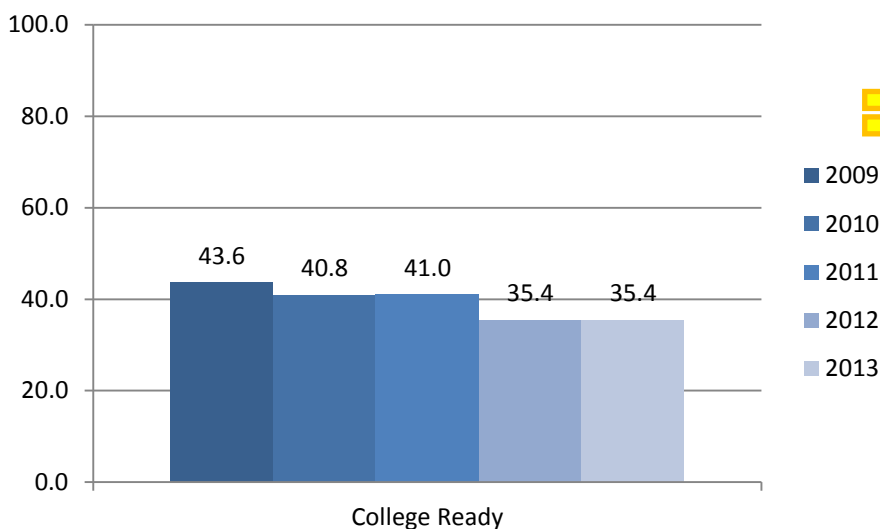
81.0 percent of 8th grade students scored at the proficient achievement level on the district writing prompt in the Spring of 2013. This is up 29.8 percent from 51.2 percent in 2012.

English III District Writing Prompt: Percent Proficient



57.5 percent of English III students scored at the proficient achievement level on the district writing prompt in the Spring of 2013. This is up 12.8 percent from 44.7 percent in 2012.

11th Grade ACT English**: Percent College Ready



35.4 percent of 11th grade students scores at or above the college ready benchmark on the ACT English test in the Spring of 2013. This is unchanged from the Spring of 2012.

**2013 results are preliminary and do not include May make-up tests



Analysis and Next Steps

With the recent adoption of the Iowa Common Core Standards, Des Moines Public Schools has made significant revisions to the curriculum, assessment and professional development structures that drive our daily work. These revisions align our district supports with the expectations provided by the Iowa Common Core Standards and build the internal capacity of our organization.

In the fall of 2012, we upgraded our literacy instructional materials in kindergarten through grade 6 from Houghton Mifflin Reading (© 2008) to Houghton Mifflin Journeys (© 2012). These upgraded materials provide teachers with instructional alignment to the Iowa Common Core Standards as well as additional complex nonfiction texts. During the 2012-2013 school year, consistent expectations for implementation were provided to teachers and leaders. With a 25 percent mobility rate among our elementary students, a consistent approach to implementation was necessary to stabilize our core reading instruction district-wide. Sustained implementation of these structures will allow us to deepen our understanding of effective teaching within the Iowa Common Core Standards.

Middle school Language Arts has long been pushed and pulled in various directions. As one of our driving motives in all curricular work is to achieve dependable consistency for our students, the move to Standards-Referenced Grading will greatly improve upon this consistency while simultaneously establishing common expectations for rigor in our middle level classrooms. While there are some encouraging things happening in reading programming in our middle schools, we must continue to focus on improving these scores through mindful intervention, strong core instruction, and vertical planning with elementary and high schools in order to capitalize on the wealth of experience and passion our ELA teachers bring to work with them each day.

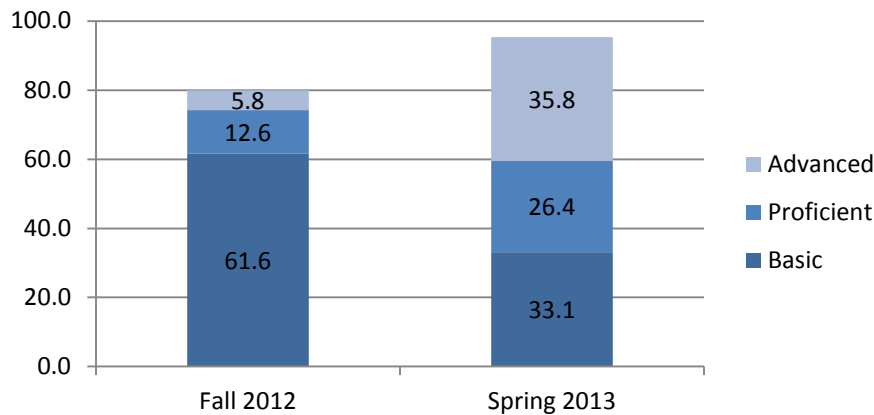
Approximately one-third of Des Moines 11th grade students are ready for credit-bearing college coursework in reading and writing as indicated by ACT's college ready benchmark. In 2010-11, Power English was implemented in the district to assist 9th grade students who are struggling in reading and writing. Implementation of Power English has been inconsistent between high schools in the past. To improve this intervention, Power English will be re-implemented in the fall of 2013 with a focus on consistent curriculum, instruction and assessments, as well as district monitoring of building implementation. Power English provides student-centered instruction in a variety of formats to meet student learning needs.



Graduates demonstrate proficiency in mathematics, including Algebra and Geometry

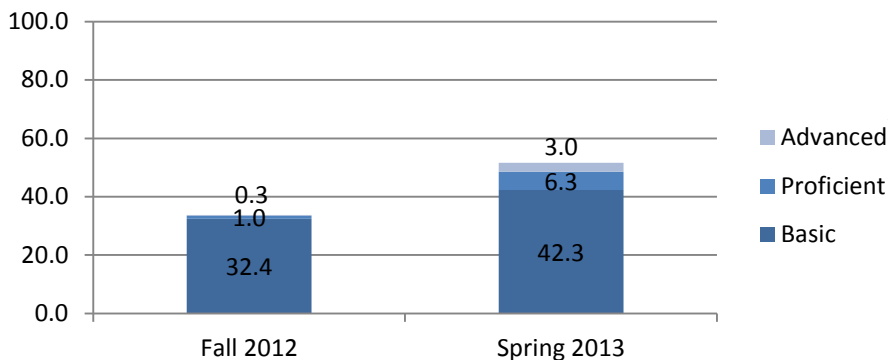
MATHEMATICS

3rd Grade Scholastic Math Inventory (SMI): Percent At or Above Basic Achievement Level



95.2 percent of 3rd grade students scored at or above the basic achievement level on the SMI in the Spring of 2013. This is up 15.2 percent from 80.0 percent in the Fall of 2012.

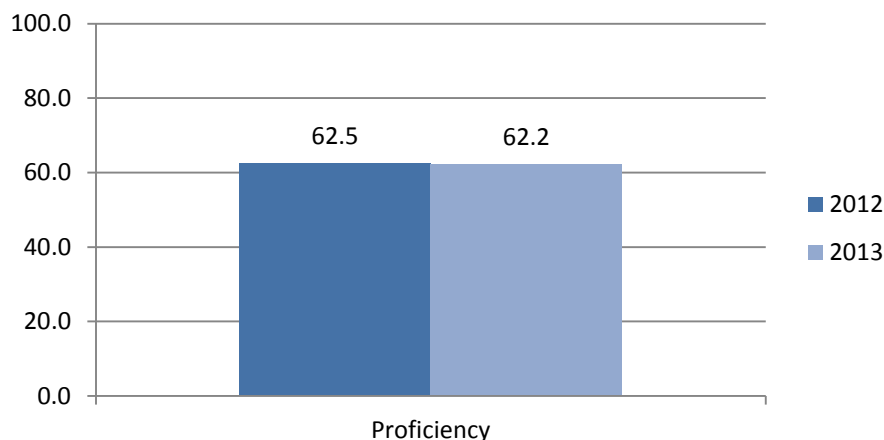
8th Grade Scholastic Math Inventory (SMI)⁺⁺⁺: Percent At or Above Basic Achievement Level



52.0 percent of 8th grade students scored at or above the basic achievement level on the SMI in the Spring of 2013. This is up 18.3 percent from 33.7 percent in the Fall of 2012.

⁺⁺⁺ approximately 600 8th grade students did not take the SMI

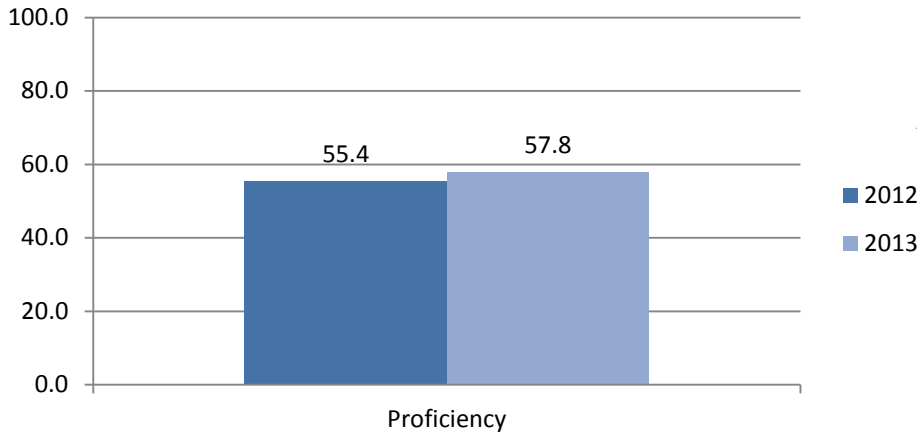
3rd Grade Iowa Assessments Math*: Percent At or Above Proficient



62.2 percent of 3rd grade students were proficient on the Iowa Assessments Math test in the Spring of 2013. This is down 0.3 percent (relatively unchanged) from 62.5 percent in the Spring of 2012.

*Includes FAY and non-FAY students

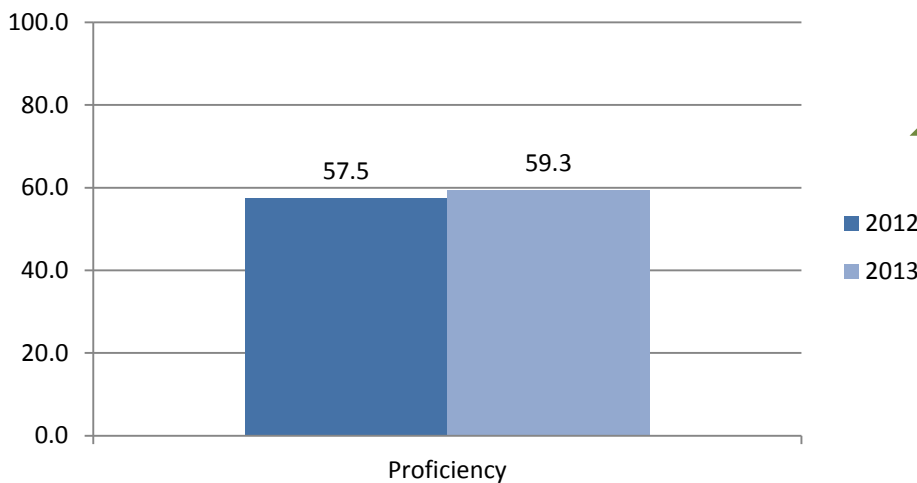
8th Grade Iowa Assessments Math*: Percent At or Above Proficient



57.8 percent of 8th grade students were proficient on the Iowa Assessments Math test in the Spring of 2013. This is up 2.4 percent from 55.4 percent in the Spring of 2012.

*Includes FAY and non-FAY students

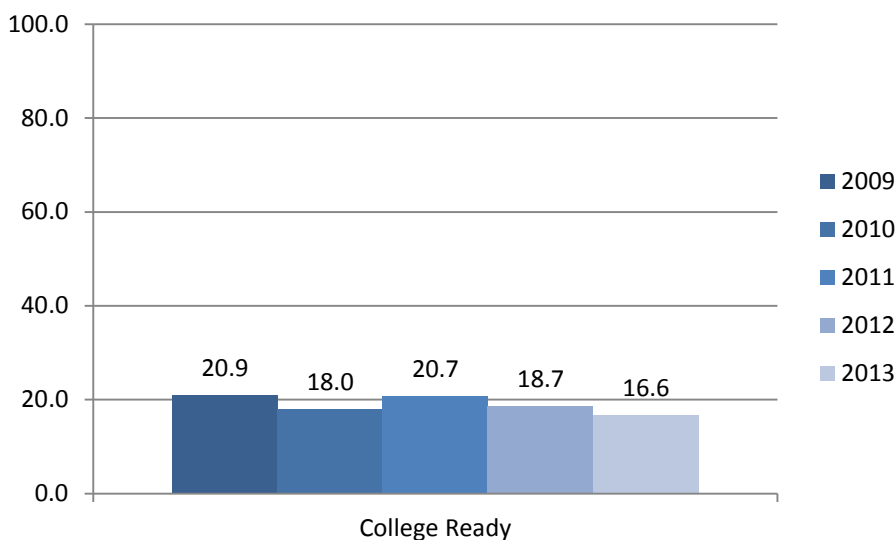
11th Grade Iowa Assessments Math*: Percent At or Above Proficient



59.3 percent of 11th grade students were proficient on the Iowa Assessments Math test in the Spring of 2013. This is up 1.8 percent from 57.5 percent in the Spring of 2012.

*Includes FAY and non-FAY students

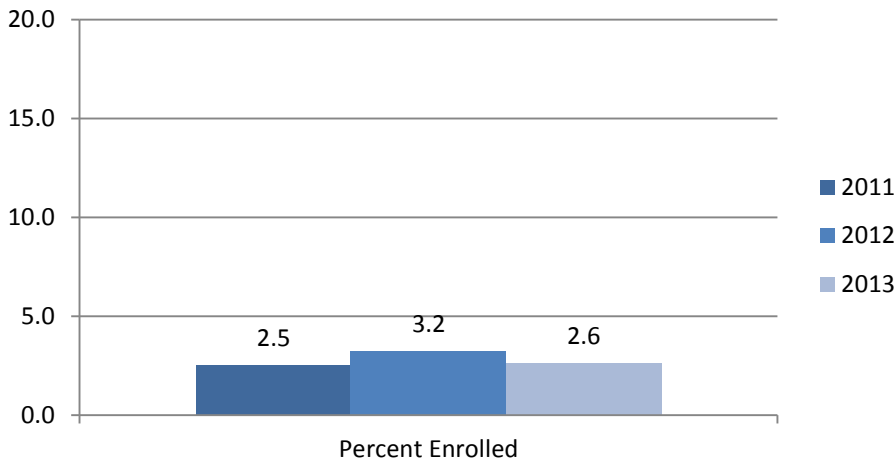
11th Grade ACT Math**: Percent College Ready



16.6 percent of 11th grade students scores at or above the college ready benchmark on the ACT Math test in the Spring of 2013. This is down 2.1 percent from 18.7 percent in the Spring of 2012.

**2013 results are preliminary and do not include May make-up tests

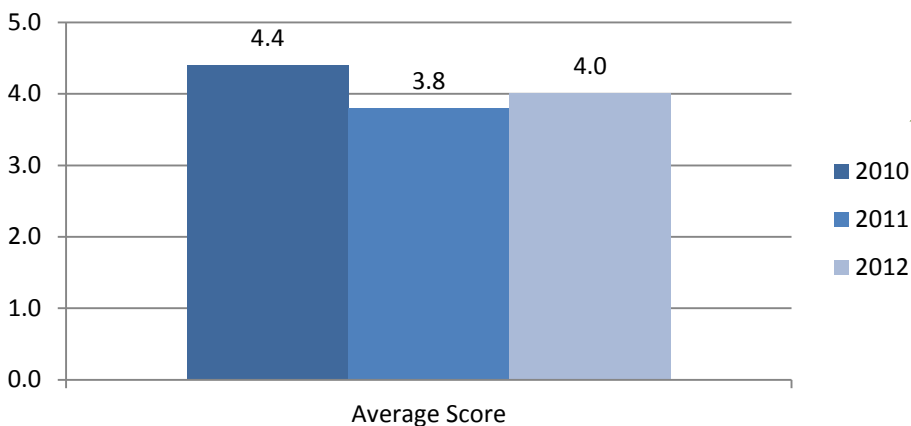
High School Math Advanced Placement Courses⁺: Percent Enrolled



2.6 percent of high school students enrolled in a Math AP course in 2013. This is down 0.6 percent from 3.2 percent 2012.

⁺ Math AP courses include AP Calculus A/B, AP Calculus C/D, and AP Statistics. Percent is figured by dividing the number of grade 9-12 students taking a course by grade 12 enrollment.

High School Math Advanced Placement Courses⁺⁺: Average AP Exam Score

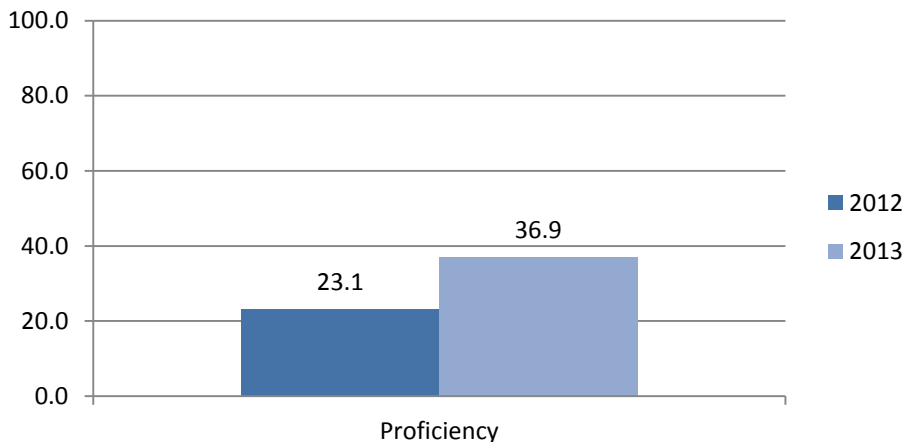


The average exam score for high school students taking Math AP exams increased by 0.2 from 3.8 in 2011 to 4.0 in 2012.

⁺⁺ 2013 data available July 2013. Math AP courses include AP Calculus A/B, AP Calculus C/D, and AP Statistics.

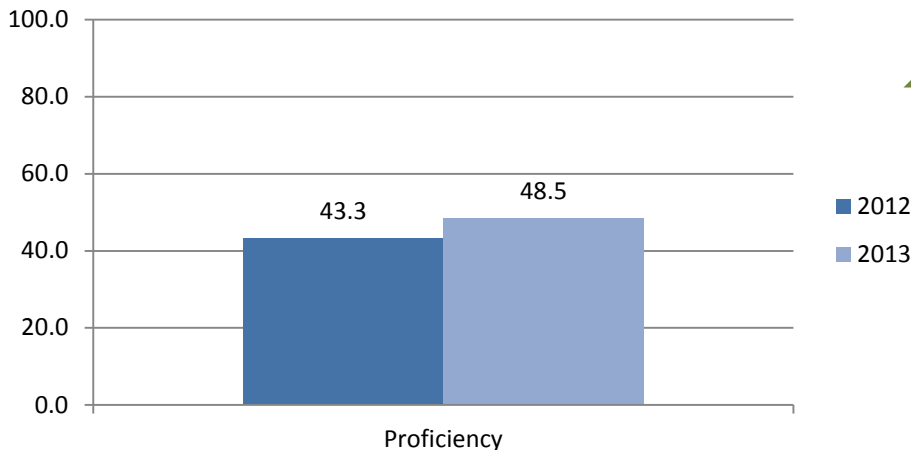
ALGEBRA & GEOMETRY

Algebra I District Benchmarks: Percent Proficient



36.9 percent of Algebra I students scored at the proficient achievement level on the district benchmarks in 2013. This is up 13.8 percent from 23.1 percent in 2012.

Geometry District Benchmarks: Percent Proficient



48.5 percent of Geometry students scored at the proficient achievement level on the district benchmarks in 2013. This is up 6 percent from 43 percent in 2012.



Analysis and Next Steps

With the recent adoption of the Iowa Common Core Standards, Des Moines Public Schools has made significant revisions to the curriculum, assessment and professional development structures that drive our daily work. These revisions align our district supports with the expectations provided by the Iowa Common Core Standards and build the internal capacity of our organization.

During the 2012-13 school year, an instructional materials audit was conducted to determine alignment to the Iowa Common Core Standards. A adoption committee has been established to review instructional materials and make recommendations for purchase in 2014. In conjunction, teacher professional development will focus on building content knowledge of the Iowa Common Core Standards.

Standards-referenced grading will begin in middle schools, which will improve rigor and alignment of curriculum, instruction, and assessment. Student progress will be measured against grade level standards, which will allow us to better provide support and feedback for improvement.

The results from ACTs point out that Des Moines Public Schools need systemic interventions for mathematics that include Kindergarten through 9th grade students. Support at all levels is foundational for 11th grade mathematics. Over the next two years, Des Moines Public Schools will establish a system of grade level algebra readiness indicators with appropriate interventions that will be monitored in all elementary and middle schools. In 2010-11, Power Algebra was implemented in the district to assist 9th grade student who are struggling in Algebra I. Implementation of Power Algebra has been inconsistent between high schools in the past. To increase proficiency in algebra at the high school level, Power Algebra will be re-implemented in the fall of 2013 with a focus on consistent implementation and district monitoring of building implementation. Power Algebra provides student-centered instruction in a variety of formats to meet student learning needs. Additionally, intervention courses have been developed to provide on-going support for students enrolled in Geometry and Algebra II.

For the 2013-2014 school year there will be an increase in the number of sections of AP Statistics as the program expands to being offered in four out of the five comprehensive high schools. The goal is to have AP Statistics offered at all of the comprehensive high schools by the 2014-15 school year.

APPENDIX

READING

1st Grade Basic Reading Inventory: Percent Proficient

Accuracy									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2010-11	79.3%	75.7%	42.0%	67.1%	75.1%	80.4%	71.3%	84.5%	84.0%
2011-12	75.3%	70.9%	37.3%	63.4%	71.9%	67.6%	67.8%	78.2%	81.1%
2012-13	73.5%	69.0%	39.2%	61.8%	67.1%	62.1%	64.2%	76.7%	83.2%
Comprehension									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2010-11	77.4%	74.3%	43.5%	62.5%	69.6%	71.2%	68.0%	85.1%	84.7%
2011-12	74.0%	70.0%	43.7%	59.2%	67.2%	68.3%	65.6%	79.5%	80.8%
2012-13	76.1%	71.5%	39.6%	64.9%	69.9%	66.2%	67.5%	79.0%	84.8%
Fluency									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2010-11	61.9%	56.8%	28.2%	50.4%	52.8%	74.2%	52.1%	64.9%	68.2%
2011-12	57.5%	52.5%	21.9%	46.6%	51.7%	57.7%	49.7%	57.1%	63.6%
2012-13	56.6%	50.9%	28.0%	46.1%	51.0%	60.1%	46.6%	60.7%	64.2%

Grade 3 and 8 Scholastic Reading Inventory (SRI): Percent At or Above Basic Achievement Level

Grade 3									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
Fall 2012	70.5%	66.8%	45.5%	55.1%	66.3%	73.2%	59.4%	75.2%	76.4%
Spring 2013	86.8%	83.6%	62.0%	76.0%	80.9%	83.3%	79.4%	88.5%	93.1%
Grade 8									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
Fall 2012	77.7%	74.3%	50.2%	48.6%	75.0%	70.2%	72.3%	72.1%	83.7%
Spring 2013	84.5%	80.7%	49.6%	64.5%	78.6%	79.6%	81.9%	81.7%	88.9%

Grades 3, 8, and 11 Iowa Assessments Reading*: Percent Proficient

Grade 3									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	59.7%	53.2%	20.3%	44.0%	41.0%	58.7%	50.5%	60.3%	70.9%
2013	60.4%	53.3%	19.9%	40.9%	45.1%	55.2%	50.6%	70.5%	71.5%
Grade 8									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	48.6%	38.9%	13.7%	3.9%	30.7%	39.7%	38.2%	47.8%	62.0%
2013	46.7%	37.5%	8.9%	8.6%	28.5%	40.7%	35.8%	41.2%	60.6%
Grade 11									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	65.4%	54.7%	24.9%	14.2%	50.3%	45.3%	60.8%	70.0%	74.8%
2013	69.3%	58.8%	29.1%	16.6%	49.8%	53.4%	61.6%	69.7%	80.6%

*Includes FAY and non-FAY students

11th Grade ACT Reading**: Percent College Ready

Grade 11									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2009	32.2%	17.4%	8.2%	2.5%	12.6%	26.6%	16.1%		42.0%
2010	32.5%	18.5%	7.0%	2.8%	12.3%	20.3%	16.0%	40.5%	43.9%
2011	31.3%	17.6%	4.2%	2.4%	11.7%	27.5%	18.9%	30.5%	40.2%
2012	29.3%	17.6%	4.5%	1.3%	12.7%	13.2%	18.4%	27.3%	41.7%
2013	30.6%	18.7%	3.0%	0.7%	12.5%	26.1%	19.2%	23.9%	42.4%

**2013 results are preliminary and do not include May make-up tests

High School English/Language Arts Advanced Placement Courses⁺: Percent Enrolled

High School									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2011	6.9%	12.1%	2.7%	0.0%	7.2%	25.5%	6.4%	20.4%	3.8%
2012	7.5%	6.8%	2.5%	3.8%	8.8%	19.9%	8.7%	22.8%	4.1%
2013	9.5%	8.4%	2.2%	5.4%	8.7%	24.2%	10.7%	26.3%	4.9%

⁺ ELA AP courses include AP Language & Composition and AP Literature & Composition. Percent is figured by dividing the number of grade 9-12 students taking a course by grade 12 enrollment.

High School English/Language Arts Advanced Placement Courses⁺⁺: Average AP Exam Score

High School									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2010	6.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	7.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	9.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

⁺⁺2013 data available July 2013. ELA AP courses include AP Language & Composition and AP Literature & Composition.

n/a = data not available

Grade 3, 8, & English III District Writing Prompt: Percent Proficient

Grade 3									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	52.0%	36.9%	18.0%	44.4%	36.2%	47.9%	45.6%	51.2%	61.2%
2013	30.4%	19.8%	8.4%	5.5%	4.6%	8.6%	5.1%	3.8%	3.9%
Grade 8									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	51.2%	27.1%	23.0%	49.2%	43.6%	75.0%	54.3%	49.4%	50.5%
2013	81.0%	73.9%	51.4%	79.7%	72.0%	81.3%	77.1%	82.2%	86.4%
English III									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	44.7%	36.2%	8.6%	36.2%	34.9%	55.0%	36.7%	35.6%	49.9%
2013	57.5%	20.9%	28.7%	49.2%	49.3%	61.5%	42.9%	46.0%	66.3%

11th Grade ACT English**: Percent College Ready

Grade 11									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2009	43.6%	24.9%	5.3%	5.0%	22.0%	46.8%	21.5%		54.2%
2010	40.8%	23.7%	10.4%	1.9%	19.5%	22.8%	20.1%	43.2%	55.1%
2011	41.0%	24.9%	6.3%	3.7%	20.8%	34.3%	23.8%	40.2%	51.6%
2012	35.4%	20.2%	2.8%	0.6%	15.4%	19.7%	19.1%	35.2%	50.7%
2013	35.4%	22.0%	3.5%	0.7%	15.4%	26.9%	21.4%	29.2%	49.0%

**2013 results are preliminary and do not include May make-up tests

MATHEMATICS

Grade 3 and 8 Scholastic Math Inventory (SMI): Percent At or Above Basic Achievement Level

Grade 3									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
Fall 2012	80.0%	76.5%	52.4%	68.7%	68.9%	79.1%	72.6%	89.5%	86.7%
Spring 2013	95.2%	94.0%	84.3%	93.0%	89.6%	97.5%	94.7%	96.8%	97.0%
Grade 8									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
Fall 2012	33.7%	28.8%	8.2%	15.7%	33.7%	43.1%	28.6%	29.6%	40.8%
Spring 2013	52.0%	46.7%	16.5%	26.9%	41.8%	64.7%	41.2%	42.9%	60.0%

Grades 3, 8, and 11 Iowa Assessments Math*: Percent Proficient

Grade 3									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	62.5%	55.6%	30.2%	50.6%	40.6%	64.5%	57.4%	65.4%	72.3%
2013	62.2%	55.7%	31.1%	49.8%	43.7%	57.5%	56.9%	67.1%	72.7%
Grade 8									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	55.4%	46.5%	16.1%	19.8%	31.3%	63.1%	53.1%	56.2%	65.1%
2013	57.8%	49.0%	16.5%	25.3%	36.4%	65.0%	49.8%	50.7%	70.0%
Grade 11									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	57.5%	47.7%	18.6%	28.1%	39.6%	57.5%	49.6%	55.0%	66.8%
2013	59.3%	47.8%	21.4%	19.5%	38.0%	54.7%	51.7%	60.3%	69.6%

*Includes FAY and non-FAY students

11th Grade ACT Math**: Percent College Ready

Grade 11									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2009	20.9%	8.8%	0.6%	10.0%	5.9%	28.7%	5.9%		27.7%
2010	18.0%	6.8%	1.5%	2.8%	5.4%	17.7%	5.9%	20.3%	25.2%
2011	20.7%	10.5%	0.0%	2.4%	4.6%	26.5%	9.4%	24.4%	26.9%
2012	18.7%	8.4%	2.3%	3.8%	3.4%	17.8%	9.4%	14.8%	27.6%
2013	16.6%	7.0%	1.4%	0.7%	4.4%	14.9%	8.1%	9.7%	24.9%

**2013 results are preliminary and do not include May make-up tests

High School Math Advanced Placement Courses⁺: Percent Enrolled

High School									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2011	2.5%	3.7%	0.4%	0.0%	0.8%	15.5%	3.0%	7.1%	1.3%
2012	3.2%	2.1%	0.4%	1.3%	2.1%	14.9%	3.3%	10.5%	1.5%
2013	2.6%	1.4%	0.0%	0.0%	1.9%	7.7%	2.6%	7.3%	1.6%

⁺ Math AP courses include AP Calculus A/B, AP Calculus C/D, and AP Statistics. Percent is figured by dividing the number of grade 9-12 students taking a course by grade 12 enrollment.

High School Math Advanced Placement Courses⁺⁺: Average AP Exam Score

High School									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2010	4.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	3.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	4.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

⁺⁺ 2013 data available July 2013. Math AP courses include AP Calculus A/B, AP Calculus C/D, and AP Statistics.

n/a = data not available

Algebra I District Benchmarks: Percent Proficient

Algebra I									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	23.1%	21.4%	13.7%	22.9%	18.2%	37.1%	21.4%	19.7%	25.0%
2013	36.9%	32.7%	26.6%	24.5%	28.0%	48.7%	32.4%	36.4%	40.5%

Geometry District Benchmarks: Percent Proficient

Geometry									
	All Students	Free/Reduced Lunch	Special Education	ELL	African American	Asian American	Latino	Multi- Racial	White
2012	43.3%	38.5%	24.1%	37.7%	31.4%	52.4%	39.4%	44.5%	46.7%
2013	48.5%	43.4%	25.0%	38.8%	35.6%	56.9%	44.0%	46.7%	53.8%